

Anti Bullying Policy



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Approved by: Date:
(Governing Body)

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(Headteacher)

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What is bullying?

Definition taking from; Department for Education, Preventing and Tackling Bullying, 2017:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since September 2014 a greater focus on how well school leaders tackle low-level disruption was included in Ofsted inspections.

Cyber-bullying

Definition taking from; Department for Education, Preventing and Tackling Bullying, 2017:

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Child-on-child abuse.

For these purposes, child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate), friendships and wider peer associations. Child-on-child abuse can take various forms, including: bullying (including cyber-bullying, prejudice-based and discriminatory bullying), intimate personal relationships between children (also known as teenage relationship abuse), physical abuse, sexual violence, sexual harassment, consensual and non-consensual sharing of nudes and semi-nudes images and/or videos, causing someone to engage in sexual activity without consent, upskirting and initiation/hazing type violence and rituals (KCSIE, 2025). It may also involve gang related behaviours, including serious violence and county lines. Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to child-on-child abuse therefore needs to consider the range of possible types of child-on-child abuse set out above and capture the full context of children's lived experiences. This can be done by adopting a Contextual Safeguarding approach and by ensuring that school's response to alleged incidents of child-on-child abuse takes into account any potential complexity (Farrer and Co. 2024).

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. This means adopting a **whole school community approach** by ensuring all staff: are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments (KCSIE, 2025), understand how a child's wider context may have impact on them; contribute to creating a strong safeguarding culture in school by following policies that address child-on-child abuse and harmful attitudes; promoting positive and healthy relationships and attitudes to difference (including gender, ethnicity sexuality and disability), hotspot mapping to identify risky areas in school, training on potential bias and stereotyped assumptions; being alert to and monitoring changes in children's behaviour and/or attendance, challenging poor threshold decisions about children at risk of harm in extra-familial settings as well as referring concerns about contexts to relevant local agencies. (Farrer and Co. 2024)

The nature and prevalence of abuse between children clearly remains of serious concern (Farrer and Co. 2024). Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Research suggests that child-on-child abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up. It is more likely that girls will be victims and boys perpetrators, but all child-on-child abuse must be taken seriously (KCSIE, 2025). Barriers to disclosure will also be different. As a result, school will explore the gender dynamics of child-

on-child abuse within their settings and recognise that these will play out differently in single sex, mixed or gender imbalanced environments (Farrer and Co. 2024). *It is critical to be aware of the role that inequality and discrimination can play in child-on-child abuse. Socio-economic inequality within a school or college can increase bullying, and racial and ethnic minority status can be a risk factor for victimisation by peers. Children from minoritised groups are at much higher risk for poor health and behavioural outcomes as a result of discriminatory bullying. LGBTQ children may also be at greater risk of abusive behaviour from their peers. (Farrer and Co. 2024)*

It is important to consider the forms abuse may take and the subsequent actions required.

Children with Special Educational Needs

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, school will consider extra pastoral support for children with SEND or certain medical conditions particularly when investigating any form of child-on-child abuse.

(KCSIE, 2025)

Children who are Lesbian, Gay, Bi or Trans (LGBT)

Children who are LGBT can be targeted by other children and risks can be compounded where children who identify as LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff (KCSIE, 2025).

Intersectionality

Intersectionality is the recognition that people's experiences are shaped by their multi-layered identities. A person's interactions with the world are shaped by their ethnicity, age, gender, sexuality, class and abilities, and these aspects of a person's identity interrelate. Someone may experience racism, sexism and ageism collectively or individually at different times and in different environments. The effect of a child's experiences may influence whether he/she is comfortable accessing support if they are a victim of child-on-child abuse (Farrer and Co. 2024).

Adultification

This is a form of racial prejudice in which children from minoritised groups are treated as more mature than they actually are by a reasonable social standard of development. This may lead to failure to recognise victims of child-on-child abuse and to respond appropriately to the experiences of children from minoritised ethnic groups. Whilst adultification can impact all children in certain ways it is important that there is an acknowledgement that it specifically affects Black children. (Farrer and Co, 2024)

At Kirkleatham Hall School the specific needs of all children will be considered and supported in all incidents.

What is the procedure for dealing with incidents of bullying:

However if the situation does arise where bullying or intimidation has taken place, it will be dealt with quickly and firmly.

The following is a suggested procedure for dealing with incidents of bullying:

- A single instance of bullying should result in the person who is carrying out the threatening behaviours having their actions explained to them by the member of staff in charge
- If a second occasion should occur the child should be removed from the group and should be spoken to by the head teacher / deputy head teacher. It may be necessary for the class teacher to incorporate some circle time / role play activities into PSHE work. Parents must be informed of school's concerns via a telephone call from the class teacher, this phone call should be recorded in the Phone Contact Record Book.
- Any persistent or serious incidents of bullying must be recorded on CPOMS and parents invited into school to a decision making case conference.
- In the case of allegations of sexually harmful behaviour, including sexual violence or harassment, procedures described in the Safeguarding and Child Protection policy will be followed.

Social and Emotional support

Prevention of bullying

As a school Kirkleatham Hall creates an ethos of good behaviour, we encourage our children and young people to treat one another and the school staff with kindness. This extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school.

As a diverse school we openly discuss the differences between us all including religion, ethnicity, disability, gender, sexuality or appearance related differences. As a school we celebrate how we are all unique and different and that is what makes us special.

At Kirkleatham Hall School we believe that without investment in relationships all our efforts will be fruitless. Relationships give us the tools/keys to work with each other and support and develop the whole student. The key to building strong relationships is investment of time and energy!

Developing Relationships using P.A.C.E

Playful, Accepting, Curious, Empathic



PACE was developed by Dr Dan Hughes (a clinical psychologist specialising in childhood trauma) more than 20 years ago as a central part of attachment-focused family therapy. It was created with the aim of supporting adults to build safe, trusting and meaningful relationships with children and young people who have experienced trauma. The approach focuses on building trusting relationships, emotional connections, containment of emotions and a sense of security.

PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is done by communicating the four elements of PACE together flexibly, not as a step by step process.

At Kirkleatham we view the element of playful within PACE as being yourself and using your uniqueness to enthusiastically develop relationships whilst also recognising the importance of individuality in our staff and students.

Using PACE helps adults to slow down their reactions, stay calm and tune into what the child is experiencing in the moment. It supports us to gain a better understanding of what the child is feeling. In tricky moments it allows us to stay emotionally regulated and guide the child through their heightened emotions, thoughts and behaviours. In turn, PACE helps children and young people to feel more connected to and understood by important adults in their life and ultimately, to slow down their own responses.

Our relationships with each other - We provide good models of behaviour at all times for our pupils, Remembering some may have less helpful relationship models in life outside of school. We are a support to one another as well as reflective colleagues offering reflection in the form of celebration and supportive challenge. For full details of the importance of our relationships with each other, see the Staff Code of Conduct.